

# **CHAPTER I**

## **INTRODUCTION**

This chapter contains the problems and also the important things that are related to the topic of this study. Those points are the background of the study, the research problems, the purpose of the study, the significance of the study, scope, and limitation of the study, and the definition of key terms.

### **1.1 Background of the Study**

Teaching is an activity where a person or a teacher as a tutor and facilitator gives or shares the knowledge to the students, so they can learn well. According to Desmita (2009, as cited in Aqli, Padmadewi and Suarnajaya 2013), teaching is an activity that organizes student events and offers learning opportunities so the students can learn very well. Teaching not only conveys the subject matter, but teaching is a process of changing student behavior in line with the expected objectives, Yamin (2017). So, the teacher must have the capacity to design and implement various teaching techniques that are considered suitable for the development of the student's English language.

Teaching techniques can also be called a way for teachers to deliver the material to students. As explained by Hijriyyah (2013), a technique can be defined as a way of learning by the teacher in applying the topic. Therefore, teachers must have unique and creative teaching techniques. Then effectively, a teacher can teach and bring the students to be more enthusiastic in learning English.

As explained above, in teaching young students using foreign languages is not easy. It must be filled with attention and have unique teaching techniques to encourage the desires of these students in learning. English teachers must play different roles between teaching and young and adult students. Similar to this argument, Tyaningsih (2016) notes that the teacher should remember that children have different ways of learning from adults, and that, as a result, learning English in children is an appropriate way. So, by knowing this notion, a teacher will understand how to teach young learners who certainly have many differences with adult learners.

In addition to teaching techniques, there are also materials used by teachers. Teaching materials are facilities, tools or materials that are prepared and used by teachers in the learning process to achieve a learning goal. As explained by Pannen (2001), teaching material is material that is arranged systematically, which is used by teachers and students in the learning process. Then, according to Widodo and Jasmadi (2008) notes that teaching material is a set of learning tools or tools that contain learning materials, methods, boundaries, and ways to evaluate those that are designed systematically and attractively to achieve the expected goals, namely achieving competence or sub competency with all its complexity.

The urgency of this study is to know about the teaching techniques as well as the materials that are utilized by the student teachers in English for Young Learners (EYL) program for the fifth grade. By knowing and utilizing that teaching technique and materials in EYL program, it is expected to be applied for the available topics in English teaching, it will be easier for the students to

understand the material in the EYL program. So, the researcher chose this program as the way in teaching English through utilizing techniques for the materials that had already been constructed by the student teachers in the EYL Program, especially for fifth grade.

In the previous research conducted by Mardin (2009), it was found that there were many techniques for teaching English to young learners. It was also reported that there were some differences between teaching English to young learners and adult learners. The researcher also identified the teaching techniques, especially in applying games for teaching EYL.

Meanwhile, another research was conducted by Putri (2017). It was found that student teachers should understand several components that supported the teaching and learning process (methods, strategies, approaches, techniques, and media) to receive successful results. This study discusses the methods used by the student teachers in sixth grade on the EYL program. It also discusses the implementation of the teaching and learning process in the classroom by using material from the lesson plan that has been designed.

Although this kind of research has been previously carried out, there are differences with this present study. In previous studies, the investigation was focused on the teaching techniques carried out in fifth and sixth-grade elementary schools. Also, the other studies discussed the methods used in the fifth grade. Meanwhile, in this research, the researcher discusses the teaching techniques and what material used by the teacher in the EYL program for the fifth grade.

## **1.2 Research Problems**

After reading the description in the background of the study, several problems can be identified:

1. What teaching techniques do the students' teacher use in the EYL program for the fifth grade?
2. What materials do the students' teacher use in the EYL program for the fifth grade?

## **1.3 Purpose of the Study**

Based on the problems above, the purposes of the study are:

1. To investigate the teaching technique used by the student-teacher in the EYL program for fifth grade; and
2. To investigate the materials used for teaching EYL.

## **1.4 Significance of the Study**

This study gives some useful information about the teaching technique and materials used by the students' teachers for the fifth grade of the English for Young Learner Program at the University of Muhammadiyah Malang.

Hopefully, the result of this study is useful for the students' teacher. The researcher expects that this study will be useful for the students' teacher of EYL who wants to know what teaching techniques and materials are used by the student teachers of the EYL program for the fifth grade at the University of Muhammadiyah Malang. Then, practically, the students' teacher can use the

research to increase the teaching techniques and material of EYL for the fifth grade.

### **1.5 Scope and Limitation of the Study**

The scope of this research focused on teaching techniques and material to the EYL classes. Meanwhile, the limitation of this study is the teaching technique and material in English for Young Learners programs, especially for the fifth grade that was held at the University of Muhammadiyah Malang Academic Year 2018/2019.

### **1.6 Definition of key terms**

To avoid misunderstanding in the study, it is very important to have the definition of the key terms. The following terms need to be defined.

a. Teaching Technique

Hamzah & Nurdin (2017) claims that learning techniques are paths, tools, or media that are used by teachers to direct student activities to desired or achieved goals.

b. Teaching Material

Teaching materials or materials are basically "contents" of the curriculum, which is in the form of subjects or fields of study with topics/subtopics and details.

c. English for Young Learners

Imaniah & Nargis (2017) claims that EYL at the primary level (approximately ages of three to twelve years old) are cognitively primed to acquire language

skills in a way that they lend themselves to integrated skills and content-based, experiential approaches.

